

Utah Core
Criterion-Referenced Test

Test Administration Manual

Elementary Science

GRADES 4-6

2005-2006

The logo for the Utah Performance Assessment System for Students (UPASS). It features the word "UPASS" in a large, stylized, teal-colored font. The "U" is particularly large and has a thick, brush-stroke-like texture. The letters "P", "A", "S", and "S" are smaller and follow a similar style. The logo is positioned above a horizontal line.

Utah Performance Assessment System for Students

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TEST ADMINISTRATION MANUAL

Administering the Elementary Criterion-Referenced Tests

The Utah State Office of Education

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OVERVIEW OF THE CRITERION-REFERENCED TESTS

INTRODUCTION

The Core Criterion-Referenced Tests (CRTs) were developed from the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by Utah teachers; district content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Evaluation and Assessment, Curriculum, and Students at Risk Sections; and contracted curriculum and assessment experts.

OVERVIEW OF THE TESTING SCHEDULE

CRTs are **not** timed. Every student should be provided sufficient opportunity to complete the test. You will also need to schedule testing for any students who require test adaptations that cannot be accommodated during the regular testing sessions.

The test should **not** be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Circumstances over which you have no control (e.g., fire drills, power failures) may interrupt testing. If the interruption occurs during any testing session, instruct students to insert their answer sheets in their test booklets and close their test booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the session.

SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another teacher assigned to monitor make-up testing. Test completion sessions may include students working on different sections of the test.

TEST SECURITY

CRTs are **highly secure materials and should be treated as such**. Tests should be handled only by qualified personnel, and a system of test accounting should be in place to ensure that booklets are distributed and collected in a systematic and secure fashion, and that all test booklets are accounted for at the conclusion of testing. You are responsible for returning all **used and unused** secure test materials from each of your classes to your school's testing coordinator(s).

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully. At the conclusion of testing, **all testing materials** (including this Test Administration Manual) must be returned to your school's testing coordinator(s).

TESTING ETHICS

Under no circumstances should actual questions from these tests be taught to or reviewed with students. Copying the test is not permitted. Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

For further information regarding testing ethics and test security, see the Utah State Board of Education Rule R277-473 at the following website:
www.rules.utah.gov/publicat/code/r277/r277-473.htm.

ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment adaptations (accommodations and modifications) are allowed in specific situations in order to enable students to better demonstrate their knowledge.

To obtain detailed information about the official state policy for assessment accommodations and modifications, examine the state document entitled *Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*. This document is available at the USOE website (www.schools.utah.gov/eval).

Students with Disabilities

Decisions regarding adaptations (accommodations and modifications) must be made by the IEP team and documented in the student's file. Individual teachers **may not** make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the IEP team.

Limited English Proficient (LEP) Students

The federal NCLB Act and state U-PASS legislation and policy determine which LEP students take which CRT. Decisions regarding accommodations **may not** be made by an individual teacher at the time of test administration. These decisions must be made by the teacher **and** the alternative language services (ALS) specialist and/or the school principal. The pertinent guidance related to these policies is summarized below.

Years in U.S.*/Proficiency Level	ELA	Math	Science
Less than 1 year/ All ELL students	no	yes	no
1 year to 3 years/Proficiency B, P, E	yes	yes	no
3+ years/Proficiency B, P, E	yes	yes	yes
1+ years/Proficiency I, A, F	yes	yes	yes

*See page 3 for further guidance.

MARKING THE SPECIAL CODES BOX ON THE ANSWER SHEETS

In **most** cases, this box **will not** be marked at all. If it is marked, only one circle should be filled in.

Basic Rules

- The special codes box is marked only for a small percentage of students.
- A blank pre-printed answer sheet will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the special codes box.
- All answer sheets should be returned to the USOE for scoring, reporting and accountability.

Mark the special codes box on the answer sheet only if a student:

- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in non-standard participation section).
- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not participate in the assessment (mark reason in non-participation section).

For non-standard participation mark:

- “Attempted” if the student did not mark any answers even though he/she was given an opportunity to take the test and encouraged to respond.
- “Accommodated” if test accommodations were used.
- “ELL First Year in U.S. Before April 15” if the student is enrolled as ELL first year in U.S. prior to April 15 of the current school year. See page 2, “LEP Students” for further details.
- “Modified” if a modified assessment was administered.
- “UT Alternate Assessment” if the student participated in the Utah Alternate Assessment (UAA) instead of the standard Core CRT.

For non-participation mark:

- “Absent” if the student was not present during any part of the test administration period.
- “Excused” if there were special circumstances such as an emergency, or if the student was suffering extreme distress due to a medical or psychological crisis.
- “ELL First Year in U.S. April 15 or later” if the student is enrolled as ELL first year in U.S. April 15 or later of the current school year. See page 2, “LEP Students” for further details.
- “Unknown student” if the answer sheet was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
- “Withdrawn from school” if the student is no longer enrolled in your school.

To obtain detailed information about the official state policy for assessment accommodations, modifications, and excusals, examine the state document entitled *Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*. This document is available at the USOE website (www.schools.utah.gov/eval).

QUESTIONS

For questions concerning the information presented in this manual, refer to the Frequently Asked Questions (FAQ) section of the USOE Assessment and Accountability website (www.schools.utah.gov/eval).

CHECKLIST FOR TEST ADMINISTRATORS

BEFORE TESTING:

- _____ Notify students and parents about testing.
- _____ Become thoroughly familiar with this manual.
- _____ Receive materials from your school's testing coordinator(s) and take an inventory to ensure you have the appropriate materials. Needed materials are:
 - _____ supply of sharpened #2 pencils with erasers (students may **not** use pens, colored pencils, crayons, or markers)
 - _____ test booklets (per student or class set, depending on how materials were ordered)
 - _____ pre-printed answer sheet for each student on your roster
 - _____ several blank answer sheets for new students
 - _____ scratch paper for each student
 - _____ an extra test booklet and answer sheet for demonstration purposes
 - _____ a "TESTING, DO NOT DISTURB" sign for the door
- _____ Meet with your school's testing coordinator(s) to review testing procedures and clarify any questions.
- _____ Review assessment accommodation and modification guidelines and make arrangements for students who qualify.
- _____ Schedule a brief amount of time (approximately 5–10 minutes) to assist those students who do not have a pre-printed answer sheet in completing the demographic information on their blank answer sheets. This information must be completed prior to the start of Section One.
- _____ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

DURING TESTING:

- _____ Encourage students to have a book available to read in case they finish the test before the rest of the class.
- _____ Walk around the room to be sure that all students are working on the appropriate section of the test and that students understand how to fill in the spaces on their answer sheets.
- _____ Keep communication between you and the students to a minimum.
- _____ Supply students with new pencils as needed.
- _____ Let students know that it is okay if they do not know a specific answer.
- _____ Maintain and oversee the security of all test materials.

AFTER TESTING:

- _____ Arrange make-up and test completion sessions for students who miss all or part of the test.
- _____ Check to see that the student answer sheets are complete and correctly marked (i.e., demographic section is complete, pencil was used instead of pen).
- _____ Separate test materials as described below.
 - _____ used answer sheets
 - _____ used (damaged, voided, or non-routine) answer sheets
 - _____ unused answer sheets
 - _____ test booklets (used and unused)
 - _____ this Test Administration Manual
 - _____ a list of students who did not complete the test
- _____ Complete the special codes box on the answer sheet for students who meet the specified criteria. Refer to page 3 for instructions on marking the special codes box.
- _____ Organize and return **all used and unused** secure test materials to your school's testing coordinator(s).

Detailed Directions for Test Administration

Elementary Science

GRADES 4-6

2005-2006

INTRODUCTION

OVERVIEW

This manual provides detailed directions for administering the 2006 Elementary Science Core Criterion-Referenced Test (CRT) for students in grades 4–6. It is intended to supplement the *General Test Administration Manual*. The test is composed of a set of common multiple-choice questions which require students to select the best answer from three or four options. The questions are designed to measure content area objectives as well as Intended Learning Outcomes (ILOs).

The ILOs describe the skills and attitudes students should learn as a result of science instruction. They are an essential part of the Science Core Curriculum and provide teachers with standards for evaluation of student learning in science. The primary goal of the Elementary Science Core Curriculum is that “students will value and use science as a process of obtaining knowledge based upon observable evidence.”


The curriculum is aimed at helping all students develop science literacy and positive attitudes about using science as a way of obtaining knowledge. These goals are intended to be reached through mastery of the content specified at each grade level, as well as the six (four in 4th grade) categories of ILOs that are tested. These ILOs constitute the broad dimensions of scientific literacy. The six ILOs are as follows:

1. Use science process and thinking skills.
2. Manifest scientific attitudes and interests.
3. Understand science concepts and principles.
4. Communicate effectively using science language and reasoning.
5. Demonstrate awareness of social and historical aspects of science (grades 5 and 6 only).
6. Understand the nature of science (grades 5 and 6 only).

The purpose of this test is to measure grade level science skills, which include both content and ILO understanding. The data gathered may be used to evaluate and make program decisions about individual students, students within a grade level as a group, and an individual school’s science program. The information may then be used in determining priorities for program and instructional emphasis and refinement.

OVERVIEW OF THE TESTING SCHEDULE

This testing schedule is designed to allow students to work at their own pace while utilizing effective test-taking practices.

The test is divided into two sections that are separated by this “Stop” sign: .

The test sections must be taken in the order presented in the students’ test booklets. Under no circumstances should students be allowed to work on items in a section of the test they have previously completed.

The test should be administered in two different sessions, each occurring on a different school day. A completion session should be scheduled for students who have not completed the test by the end of the second session.

Total test administration time during your school’s testing window must allow for the following student activities:

Test Session	Activity	Time Needed
Preparation	Completion of student information portion of answer sheet (for new students only)	Approximately 5-10 minutes
Session 1 (Day 1)	Multiple-choice questions	Approximately 45 minutes
Session 2 (Day 2)	Multiple-choice questions	Approximately 45 minutes
Completion Session	Test administrators may determine if an additional session is needed for individual students.	As needed

DIRECTIONS FOR TEST ADMINISTRATION

INSTRUCTIONS FOR THE COMPLETION OF THE ANSWER SHEET

Every student who was registered in advance for the test should have an answer sheet with his or her name pre-printed on it. If any of your students do not have a pre-printed answer sheet, use these instructions to complete the demographic portion of the blank (not pre-printed) answer sheet. **If every student has a pre-printed answer sheet, please go to page 14.**

IMPORTANT

All directions following the word “SAY” are to be read aloud to students.

SAY:

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen.

Make sure each student has a sharpened #2 pencil.

SAY:

For those of you who do not have a pre-printed answer sheet, I am now going to distribute an answer sheet to you. Do not write on the answer sheet at this time.

Distribute an answer sheet to each student.

SAY:

You will now complete the student information section on the answer sheet. It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If at any time you are not ready to continue with the next step, please raise your hand.

PAUSE.

SAY:

Turn the answer sheet sideways so that the lines labeled “Last Name,” “First Name,” and “M” are at the top of the page. Carefully print your last name, first name, and middle initial in the boxes provided. Fill in the corresponding circle for each letter of your name.

PAUSE while students write.

Provide a specific example on the board. There may be a few students whose last names are too long for the space provided. In that case, only the first eleven letters should be provided. Similarly, only nine letters of the first name are to be entered. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

Check all students’ answer sheets before you go on. It is the responsibility of school personnel to verify that students correctly encode their names and all other demographic information.

SAY:

Look at the section labeled "Student Number." Write your student number in the boxes. If you are unsure of your student number, I can provide it for you. Enter only one number in each box. Fill in the correct circles in each column.

If the student numbers used in your district have fewer than 10 digits, please use zeros to fill in the left-hand columns (for example, 0001234567).

PAUSE.

SAY:

Find the section labeled "Gender." Fill in the appropriate circle.

PAUSE.

SAY:

Now, look at the section labeled "Date of Birth." In the column labeled "Month," fill in the circle next to the month in which you were born.

PAUSE.

SAY:

The next column is labeled "Day." In the empty boxes, write the day of the month on which you were born. Put one number in each box. If your birthday is between the first and the ninth of the month, you should write a zero in the first box and the correct number in the second box. Then, fill in the circles that match these numbers.

PAUSE.

SAY:

Look at the next column, labeled "Year." Fill in the circle next to the nineteen. Then write the year in which you were born in the empty boxes and fill in the correct circle in each column.

PAUSE.

SAY:

Now find the section labeled "Race/Ethnicity." Fill in the circle beside the term that best describes you.

PAUSE.

SAY:

Now find the section labeled "Grade." Fill in the circle that corresponds to your grade.

PAUSE.

SAY:

This completes the student information section of the answer sheet.

If you are continuing with the test immediately, please continue with the directions on the next page.

If you will be administering the test at another time, collect the student answer sheets. After you have collected the answer sheets, follow the security procedures in effect for your building until the testing materials are needed again.

Remember that each individual in possession of test materials at any time will be held accountable for the security of his or her test inventory.

TEST ADMINISTRATION: SESSION ONE

Be sure all student desks or tables are cleared of all non-testing materials. See that each student has a sharpened #2 pencil, an eraser, and scratch paper.

IMPORTANT

All directions following the word "SAY" are to be read aloud to students.

SAY:

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen.

Distribute the test booklets and answer sheets to the students.

SAY:

Look at the test booklet and answer sheet I have just given you. Make sure the answer sheet has your name on it. If you do not have a test booklet or your correct answer sheet, please raise your hand.

Once students have their own materials, read the following overview of the test and general instructions.

SAY:

Today you will be taking the first session of the Utah Elementary Science Core Criterion-Referenced Test. This test includes multiple-choice questions related to science. Each session will be on a separate day. We have scheduled 45 minutes for each session.

This test includes two sections that are divided by a "Stop" sign. When you come to this sign, you may go back and recheck your work in section one only. If you need additional time, let me know at the end of today's session and more time will be provided.

You will receive a report showing how you performed on this test, so I encourage you to try your best to show what you know about science.

When you have found the answer to a question, fill in the correct circle on your answer sheet. Mark only one answer for each question.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Do not mark your answers in the test booklet. Mark your answers on the answer sheet. Look at the front cover of the answer sheet. Read the "Important Directions for Marking Answers" section to yourself as I read it aloud. "Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase completely any answer you wish to change. Make no stray marks on this answer sheet. Do not mark in the USOE box."

Be sure to answer each question. You may use scratch paper during this test if needed. Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students ask.

SAY:

Please open your booklets to page 1 and read the General Directions to yourself as I read them aloud.

"This test booklet has two sections. The test will be administered in two testing sessions.

"Read each question carefully. Choose the best answer from the answer choices provided. After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet.

"Mark only one answer for each question. No points will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer sheet.

"If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. Please attempt to answer all of the questions on this test. If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

"If you finish early, you may go back within the section on which you are working and check your work."

Do you have any questions about these directions?

Answer any procedural questions students ask.

SAY:

You may turn the page and begin working.

When the students begin working, walk around the room to make sure that the question each student is answering in the test booklet corresponds to the answer number he/she is marking on his/her bubble sheet. Continue to monitor the students to make sure they are answering all of the questions.

If your students seem to be looking to others for answers, remind them that they must work alone.

After completing the first session of testing, collect the test booklets, answer sheets, and scratch paper. Verify that **all** materials have been collected. Check each answer sheet to ensure that the student's name and other information is properly recorded. When you have finished checking all materials, follow the security procedures in effect for your building until the testing materials are needed again.

SAY:

This concludes Section 1 of the Utah Elementary Science Core Criterion-Referenced Test. We will complete Section 2 at another time. If you need additional time to complete this section, please tell me now.

TEST ADMINISTRATION: SESSION TWO

Be sure all student desks or tables are cleared of all materials not needed for the test. See that each student has a sharpened #2 pencil, an eraser, and scratch paper.

IMPORTANT

All directions following the word "SAY" are to be read aloud to students.

SAY:

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen.

Distribute the test booklets and answer sheets to the students.

SAY:

Look at the test booklet and answer sheet I have just given you. Make sure the answer sheet has your name on it. If you do not have a test booklet or your correct answer sheet, please raise your hand.

Once students have their own materials, read the following overview of the test and general instructions.

SAY:

Today you will be taking the second session of the Utah Elementary Science Core Criterion-Referenced Test. This test includes multiple-choice questions related to science. If you finish early, you may go back and recheck your work in section two only. If you need additional time, let me know at the end of today's session and more time will be provided.

You will receive a report showing how you performed on this test, so I encourage you to try your best to show what you know about science.

When you have found the answer to a question, fill in the correct circle on your answer sheet. Mark only one answer for each question.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Do not mark your answers in the test booklet. Mark your answers on the answer sheet. Look at the front cover of the answer sheet. Read the "Important Directions for Marking Answers" section to yourself as I read it aloud. "Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase completely any answer you wish to change. Make no stray marks on this answer sheet. Do not mark in the USOE box."

Be sure to answer each question. You may use scratch paper during this test if needed. Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students may ask.

SAY:

Please open your Student Test Booklets to page 1 and read the General Directions to yourself as I read them aloud.

"This test booklet has two sections. The test will be administered in two testing sessions.

"Read each question carefully. Choose the best answer from the answer choices provided. After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet.

"Mark only one answer for each question. No points will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer sheet.

"If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. Please attempt to answer all of the questions on this test. If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

"If you finish early, you may go back within the section on which you are working and check your work."

Do you have any questions about these directions?

Answer any procedural questions students ask.

SAY:

Please open your test booklets to section 2 and begin working.

When the students begin working, walk around the room to make sure that the question each student is answering in the test booklet corresponds to the answer number he/she is marking on his/her bubble sheet. Continue to monitor the students to make sure they are answering all of the questions.

If your students seem to be looking to others for answers, remind them that they must work alone.

Collect the test booklets, answer sheets, and scratch paper, if used. Verify that **all** booklets and other materials have been collected.

SAY:

This concludes the Elementary Science Core Criterion-Referenced Test. Please let me know if you need additional time to work on this test.

Return test materials to your school's testing coordinator(s).

Thank you for your help in administering the Utah Elementary Science Core Criterion-Referenced Test. Your hard work, care, and organization will help ensure valid and fair results, as well as speed up the scoring process.



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